

***Learning Results Planning Committee***  
**Part II—Indicators of *Learning Results* Implementation**

The structure for the following indicators is based on the framework used in “Fundamental Principles for the Achievement of the *Learning Results*”—Department of Education document of June 29, 1998. The initial structure was modified for this project, the wording for many of the Fundamental Principles updated. It is assumed that among the indicators, one will find statements that pertain to the student level, others to the classroom level, still others to the school, district, and community level.

1. **Student Focus**—*Learners are the center of focus. Student work is the primary evidence of achievement and is viewed in the context of high quality standards. Meaningful learning activities, including assessments, are designed to enable all students to acquire the skills, knowledge, and attitudes articulated in the Learning Results.*
  - The climate of the school is positive; children feel respected, supported, and safe, and develop a sense of belonging, pride, and ownership.
  - Each student has an adult member of the school community who serves to personalize that student’s educational experience and acts as a mentor.
  - Comprehensive programs are in place to support student emotional, psychological, and social development, and connections to community-based family social services are effectively maintained.
  - Clear standards of conduct are defined and maintained.
  - All staff can document alignment of actual curriculum, instruction and assessment with the *Learning Results*.
  - The Guiding Principles are used to guide instruction, assessment, and student attitude development.
  - Students and teachers know what will be assessed, know the standards of performance, and understand and value that which they are asked to do.
  - Instructional strategies include practices that:
    - personalize instruction through personal learning plans, and other student-centered learning tools;
    - make connections across disciplines;
    - engage students as active, self-directed learners;
    - allow students to demonstrate achievement in a variety of ways;
    - address real community issues;
    - involve all students in higher order thinking to promote depth of understanding; and
    - provide opportunities to demonstrate application of knowledge or learning.
  - Systems and practices are in place throughout the organization that use student work and other student information to guide and inform decision-making.
  - Systems and practices are in place throughout the organization that ensure that student development and well-being are used to guide and inform decision-making.

- 2. Equity and Responsibility**—*All students can achieve high levels of knowledge and skills. All adults (parents, educators, and community members) are responsible for enabling and supporting such levels of achievement.*
- Equity of opportunity to learn is held as a fundamental goal of education, and the district can document equitable opportunity for all students to learn, develop, and demonstrate learning.
  - Systems are in place to identify students who experience difficulty reaching benchmarks and standards, accurately assess their learning needs, and target supportive interventions on their behalf.
  - Systems are in place to identify the needs of and to provide programming for gifted and talented students.
  - People who are responsible for supporting students have the resources to be successful.
  - Student support services are aligned with the district vision, and are considered as curricula are developed, implemented, and evaluated.
  - Teachers and administrators have high expectations for all students and demonstrate through their practice that all students can learn.
- 3. Content and Instruction**—*Student achievement of the Learning Results requires teacher depth in both content knowledge and in the skills of teaching, including the use of technology.*
- All students have sufficient opportunity to practice and achieve the *Learning Results* through rich, challenging, interdisciplinary, and meaningful learning activities.
  - Instructional practices emphasize depth of understanding over breadth of coverage.
  - New teachers are mentored and supported in developing content and instructional proficiency.
  - Student grouping patterns reflect the diversity of the student body, foster heterogeneity, and are based on student learning needs and assessment results.
  - Technology is routinely used in a multiplicity of ways across the district to provide essential opportunities and to create diverse ways for students to achieve and to demonstrate the *Learning Results*.
  - Time is used as a flexible resource for student and adult learning.
  - All content areas of the *Learning Results* are implemented and assessed.
  - Teachers use differentiated practices to ensure all students receive appropriate instruction.
  - The community is used as a classroom resource.
  - Classroom practices encourage students to work independently and take ownership and initiative for their own learning.
  - Classroom practices reflect the district's standards-based written curricula.
- 4. Accountability Through Assessment, Reflection, and Action**—*Student achievement of the Learning Results requires continual valid and reliable assessment*

*against meaningful standards, the skills to reflect and plan using pertinent information and data, and the commitment to take action.*

- The foundation of the local assessment system is a framework that identifies and aligns all individual, grade-level, district-wide, and large-scale assessments with the *Learning Results*.
- A performance based accountability system exists at all levels of the system--state, district, and school, including data collection and analysis leading to action.
- Assessment is an integral part of and is used to inform teaching and learning.
- Students gain deeper capacity over time to self-assess and use a variety of sources of feedback to grow as learners.
- Accountability decisions are made based on rich, valid, and reliable collections of evidence.
- Recognized, relevant technical standards are utilized in designing assessments.
- Students advance through school and achieve a high school diploma based upon demonstrated accomplishment of standards.
- Technology is fully implemented as a tool in the collection and analysis of data.

**5. Learning and Continuous Improvement**—*Continuous, data-driven professional development, specifically focused on student learning, is crucial to the achievement of the Learning Results.*

- The school system recognizes the importance of providing sufficient time during the day, week, and year and adequate resources to support professional development.
- Data-driven professional development will at times create tension within the system and pressure on individuals and groups educators.
- Teachers and administrators are knowledgeable about current research on effective instructional approaches, have depth in content knowledge, are reflective about their own practice, and seek to continuously improve the achievement of students.
- The organization supports frequent focused conversations about effective, researched-based instructional practices.
- Educators work collaboratively to reflect, plan, and learn from each other.
- Professional development activities are targeted, based on multiple forms of data: achievement, attitude, demographic, and program.
- Technology is used to support teaching and learning and is continuously evaluated by a broad base of stakeholders.

**6. Planning for Results**—*Local units develop and implement written plans based on a clear vision for all students and on measurable goals.*

- The vision statement and expectations for student learning guide the policies, procedures, and decisions of the school.
- A comprehensive district/school plan exists for implementing the Learning Results. The plan is based on a clear vision of the current reality and

knowledge of the next steps. Aligned curriculum, assessment, and professional development are essential components of the comprehensive plan.

- Additional plans, as required by federal and state laws, regulations, or board policy, are considered in the development and implementation of the comprehensive plan.
- Maximum flexibility is applied in using innovative strategies to achieve the results: common ends, uncommon means.

**7. Adaptable Organizational Structures**—*There must be systems to support the necessary curriculum, instruction, and assessment practices that will propel learners toward the achievement of the Learning Results. This will require changes in school and district structures.*

- Organizational planning for improvement is continuous, coordinated, and communicated consistently over time.
- A system-wide process is in place to continuously evaluate all programs and practices to determine their impact on student learning, the results of which inform planning and action.
- Organizational norms and practices support widespread involvement and divergent points of view in shared decision-making, problem solving, and consensus for action.
- Organizational structures change based upon data, research, and planning processes to improve results.
- Organizational decisions such as budget, class size, student load, and grouping practices are based on teaching and learning needs, guided by student achievement data.
- There is effective curriculum coordination between and among all academic areas within the school and with sending schools.
- The district governance body and administration ensure that adequate planning and distribution of resources occurs for all students to achieve the *Learning Results*.
- The use of time, the construction of calendars, and the development of schedules support the vision and provide time for professional learning and collaboration.
- Teacher evaluation systems include criteria related to student progress.
- The district participates in networks and other regional structures to maximize the efficient use of all resources.

**8. Leadership**—*There is effective leadership, a collective will, persistence, commitment and optimism based on the belief that Maine education can support children in achieving the Learning Results.*

- Leadership is widely shared throughout the organization and is adaptable in responding to changing needs.
- The unique challenges and needs of each leadership role are identified and addressed.

- Leadership ensures that all aspects of the school program serve the central mission.
- Leadership provides for coherent individual and organizational development.
- People have the willingness throughout the system to do the work.
- The organization provides for teacher and administrative leadership capacity building.

**9. Public Involvement and Communication—** *Our system of public education is the business of the public and essential for a civil and democratic society. The successes, challenges, and plans made for improvement are widely communicated. Community involvement and support is considered a vital necessity and is cultivated and nurtured.*

- The governance structure seeks to involve all stakeholders in decision making and communication practices.
- Vision-based goals and action steps are continuously reviewed, communicated to the public, and revised as progress is documented across the district.
- The community actively supports changes in the system that will help all students learn.
- Community connections are established across all aspects of the system.
- Understandable, frequent, and comprehensive information is provided to parents, students, community, and the media.
- Communication practices include reporting to students, parents, and community on how learning is assessed and the progress made against state and local standards.
- School and community work to provide safe environments and promote the wellbeing of all students.
- Academic expectations are made clear to students, parents, and community.
- Parents can describe what the *Learning Results* are, what their child knows and can do, and what his or her next learning goals are.
- The state and local community assure that instructional staff, materials, technology, and equipment are sufficient to allow for the implementation of the *Learning Results*.